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Victoria

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Damage to environment is an inevitable consequence of the improvement in the standard of living. To what degree do you agree or disagree to this position?



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| **What the task is asking for** | Discuss to what degree do you agree or disagree that the damage to environment is an inevitable consequence of the improvement in the standard of living |
| **Keywords** | **Synonyms** |
| damage | Destruction, destroy, harm |
| environment | Natural surroundings, nature |
| inevitable | Unavoidable, inescapable, bound to happen |
| Consequence | Result, outcome, effect, repercussion |
| Improvement | Enhancement, development |
| Standard of living | Way of life, lifestyle, living conditions |

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Hi dear,

Modifications on your essay are to make it better and more logical in terms of idea and meaning. Changes on some repetitive words are just suggestions. It is not wrong but using varied terms yield better score in LR. Our goal is to revise the essay to make get score of at least 6.5 or higher. 😊

People in every country are willing to have a higher standard of living ~~under the I~~**~~i~~**~~nternet age~~ **these days**, especially in the~~se~~ recent years that **the** ordinary people are **the** audiences of ~~KOLs~~ **Key Opinion Leaders** who like sharing their life on social media. However, the need for improvement can cause damage to the environment surrounding ~~us~~ **the people**. **Some deem that the advancing living condition have resulted to the destruction of surroundings which has unavoidable results. I completely agree with this opinion.**

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| **NOTE: The topic was not clearly presented here. You should clearly present the task to be discussed for this will serve as reference in the body paragraph.**  **The introduction can be improved. You can present a general statement, a paraphrase of the task, and a thesis statement.** |

**To start with,** ~~T~~**t**hroughout history, ~~the consumption of electricity is the price of the development of human society~~ **it is necessary exploit nature to dig out resource**. ~~Initially,~~ **Electricity, which is** the most significant energy nowadays ~~- Electricity~~, is still mainly generated from burning fossil fuels. That leads to a large scale ~~of~~ mining for fuels like coal. As an example, Shanxi is a famous coal-producing province in China~~.~~ **and** ~~T~~**t**he geological environment ~~here~~ has **been** damaged ~~during~~ **since** the 80s~~, so China has set about protecting the environment in Shanxi~~. ~~Additionally, A~~**a**~~lthough there are several ideal cleaning energy like nuclear and hydro energy, the related technologies are needed to be improved.~~

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| **NOTE: The highlighted part should be omitted since the task did not ask for any recommendation or suggestion. Just focus on discussing the main idea.** |

Furthermore, **there are no cheaper alternatives to fossil fuels yet, which gives power to many industries in developing nations. For example,** petrol consumption is ~~also~~ harmful to ~~the environment~~ **nature but without it, some transportation systems like** ~~A~~**a**eroplanes and vehicles ~~are two dominant consumers of petrol~~ **cannot be used**. ~~Especially, aeroplanes employ over 80% amount of petrol burning.~~ Due to globalization, thousands of airlines are in operation each day, offering international logistics and commute **for the people**. At the same time, they are burning high-purity jet fuel. **To further illustrate,** ~~O~~**o**ne flight from San ~~Fransisco~~ **Francisco** to New York can consume one-third of the gasoline consumption ~~of a family-use car's life cycle~~ **which can cause damaging effects to the surroundings**. ~~In recent years, EVs~~ **~~electrical vehicles~~** ~~are coming into our daily life. That can lower the pollution caused by vehicles. But E~~**~~e~~**~~lectric planes are still under development.~~

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| **NOTE: The highlight part should be omitted since it does not fully support the main idea.** |

In conclusion, sacrificing the environment is the outcome of ~~the improvement of life~~ **developing lifestyles**. ~~But humans~~ **Pollution** can **be** reduce**d** ~~pollutions~~ and control**led** ~~it~~ in a reasonable range without interfering the development. Otherwise, the coming generations will pay for ~~our~~ **the public’s** greed **I think that it is true that the destruction of the environment is linked to the enhancement of living condition**.

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| **NOTE: The main ideas must be clearly summarized here and the opinion must be clearly presented. Avoid adding new ideas in the conclusion.** |

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| **Word count: 281** |
| **Task Response**  *the examiner is looking for* ***4*** *things:*   * ***Answers all parts of the task*** *(you covered all keywords, both topic key words and goals keywords)* * ***Presents a clear position throughout the essay*** *(you stated the topic and your basic answer/s to the task in the introduction, presented details in the body paragraphs, and reiterated your basic answer/s in the conclusion)* * ***Extends supports to main ideas/topic sentences*** *(you included expansions, elaborations and supporting details to the main points given)* * ***Write enough words*** *(should be* ***at least*** *150 for task 1 and 250 for task 2, should not be* ***wordy****)* | **Assessment and Comments** |
| **The writer was able to address the tasks**  **Gave a relevant opinion**  **Supporting details given were somehow insufficient** |
| **Suggestion and Improvement** |
| **- CONTENT (Focus):**  **\*\*in order to know what the task is asking, please check the TASK ANALYSIS TABLE just below the question in the 1st or 2nd page of this file**  Here are things you need to avoid in order to generate ideas well that will be relevant to the task   * **Avoid Difficult And Extreme Topics:** Use questions that are familiar to you or before answering, try to read some information about it first to understand what it is about * **Avoid Using Bad IELTS Questions:** Only use AUTHENTIC IELTS essay questions written by reputable publishers like Cambridge English, Collins and Macmillan, or test questions on websites run by IELTS, the British Council and IDP. * **Avoid thinking that you are not Encouraged To Form Opinions:** Practice giving your own ideas. * **Avoid Trying To Be Interesting**: ideas in an IELTS essay do not need to be interesting, or original, or knowledgeable. They just need to be RELEVANT: in other words, do your ideas respond directly to the task? Moreover, your ideas should be simple. It’s much easier to explain and support a simple idea than a complicated one, especially in a short essay like the IELTS.   ***In order to come up with relevant ideas:***   * You can find answers online * Analyse model essays * Use main question words: who (subject of the essay), what (issue), where (location, if there is), when (past, present, future), how (any method mentioned). * **Choose the ideas that are easiest to explain**   **Overgeneralizing ideas:**   * **This means that ideas given seem to be applicable to ALL** * **SAMPLE:**   **Overgeneralized:** Over-consumption of fast food makes our young people overweight.  **Correct:** *Over-consumption of fast food* **can make** *our young people overweight.*   * **Use ‘hedging language’ to avoid making general statements**   **- OPINION:**   * **Discussion without opinion (What are the advantages and disadvantages of this trend?/ What are the problems and solutions?):** Give ideas only;if the question doesn't ask for your opinion, don't give it. * **Discuss ONE opinion (To what extent do you agree or disagree?):** You must make it clear whether you agree, disagree or partly agree and give your reasons why. * **Discuss TWO OPPOSING opinions (Discuss both views and give your opinion):** With these essays you have TWO opinions that oppose each other. You have to discuss BOTH of them and also give your opinion. Your essay will get a lower mark for 'task response' if you don’t discuss both of the opinions or you don’t make your opinion clear.   **- ELABORATION OF IDEAS**   * **Ask yourself this:** Did you support your ideas with clear explanations and examples (not vague research and survey results)? * **Fully extend and support your ideas:** it is not enough just to put lots of ideas down - fewer ideas are better that are explained properly with **reasons** and **examples** * **Giving examples**: You can give personal examples BUT make sure the essay will not look too informal. You can give newspaper reports, government report, a survey or a university poll. You can use fake samples but it must look realistic. Use language instead of statistics because the examiner is looking how you use English * **Long Essays**: Be realistic. You will not have enough time if you plan on writing more than 300 words. A longer essay does not mean higher band score. Keep essay concise between 260-300 words. |
| **Coherence and Cohesion**  *the examiner is looking for* ***4*** *things:*   * ***Paragraphing*** *(has a clear topic sentence or main idea which should be the first sentence; with enough details and examples)* * ***Logical organization of the essay*** *(main ideas should be progressing. Each paragraph is linked to the others especially to the central idea or position in the introduction)* * ***Cohesive devices need to be used well*** *(sentences should be linked smoothly to each other with the use of proper cohesive devices and transitional devices.)* * ***Referencing*** *(there should be usage of referencing like pronouns and substitutes.)* | **Assessment and Comments** |
| **Correct structure used**  **Noted unclear presentation of topic sentence**  **Used cohesive devices but a little inadequate**  **Paragraphing was used but progression is not clear because of off-topic ideas** |
| **Suggestion** |
| - **STRUCTURE:**  We recommend following a 4 paragraph structure:   * **Introduction** * **Body Paragraph 1** * **Body Paragraph 2** * **Conclusion** * If the question asks whether you agree or disagree, it is asking for your opinion. You should express your opinion in the introduction, and support it in the rest of the essay.   **Don’t structure an “opinion” essay like this:**   * Introduction * Paragraph supporting the opposite opinion * Paragraph supporting my opinion * Conclusion * **How many ideas per paragraph?**   **-** If the question asks you to explain the advantages, disadvantages, reasons, causes or solutions, you must give more than one.  **-** If the question doesn't contain a plural word, one idea per paragraph is fine.  **MAIN BODY PARAGRAPH STRUCTURE:**  **\*\*TOPIC SENTENCE:**  This presents the main topic of the paragraph and it should be outlined in ***the first sentence*** of the body paragraph.  **A topic sentence should…**   * clearly and simply state the topic of the paragraph * use vocabulary from the thesis statement and keywords from the question to further build cohesion within your essay   **A topic sentence should not…**   * be too long * contain arguments or examples. * **Idea, explain, example:** If you have one main idea, this easy format will help you to build a good paragraph. * **Firstly, secondly, finally:** If you have two or three ideas, just use this format. Miss the "finally" if you only have two ideas, and remember that you can use alternative words for the same structure (e.g. The main reason, another reason, also, furthermore).   **- COHESIVE DEVICES:**  One way to make your paragraph clearer is to your link ideas using vocabulary phrases, which help the reader follow your idea development.  ***Phrases include the following:***   * *The main cause of \_\_\_\_\_\_\_ is…* * *This situation is made worse because…* * *This results in…* * *Good examples include…* * *This has been confirmed by….* * ***Listing***: firstly, secondly, thirdly, fourthly, lastly, but not the least, finally, For one thing… For another * ***Adding Info***: in addition, additionally, furthermore, moreover, also, not only, but also, as well as, and * ***For EXAMPLES***: for example, one clear example, for instance, such as, namely, to illustrate, in other words * ***Results And Consequences***: as a result, consequently, therefore, thus, hence, so, for this reason * ***Highlighting And Stressing***: particularly, in particular, specifically, obviously, of course, clearly * ***Concessions***: admittedly * ***Contrasts***: however, nevertheless, even though, although, but, despite, in spite of, on the one hand…on the other hand, by contrast, in comparison, alternatively, * ***Reasons And Causes***: because, owing to, due to, since, as * ***Giving Your Opinion***: in my opinion, I think, I believe, I admit, in my view, I concur/agree, I disagree/I cannot accept * ***Conclusion***: in conclusion, to conclude, to sum up   **- REFERENCING**   * We use pronouns (he, this, these etc) to avoid repetition in speaking and writing. This is called referencing, and it is a very important skill. Referencing in the IELTS test will help you in several ways. * Correct use of referencing in your writing will increase your band score for Coherence and Cohesion. * Correct use of referencing in your speaking will increase your band score for fluency. * A good understanding of referencing will help you to become better at reading comprehension. |
| **Lexical Resource**  *the examiner is looking for* ***4*** *things:*   * ***Range of vocabulary*** *(uses less common words precisely, minimal repeated words, not wordy)* * ***Spelling*** *(frequency of error)* * ***Collocation*** *(word combination makes sense, not just one correct word but a group of correctly related words)* * ***Word families*** *(words are in the correct form, correct parts of speech)* | **Assessment and Comments** |
| **Used common and uncommon words**  **There were errors in spelling, word form and choice but no huge impact** |
| **Suggestion** |
| **-RANGE**   * **Common terms** are words and phrases we use everyday to refer to personal experience and daily habits. * **Uncommon terms** are used when we discuss specific topics or when we use idiomatic language (phrasal verbs). * **Using synonyms:** (refer to the keywords and synonyms in the **task analysis table** for the terms to be used in this essay)If you choose a synonym, the meaning must be the same and must not alter the idea being presented. For example, adolescent/teenager have close meaning and can be used interchangeably, however, toddler/baby have quite different meanings.   **- COLLOCATION**   * You should know which words go together, and which words are suitable to use for different topics. * If you are discussing child crime, you could use the term ‘minor’ as this is a legal term used to describe children under the age of 18. * If you use phrasal verbs, make sure that you are using the correct preposition as it can change the meaning:   throw out/away = discard  throw up = vomit/get sick Idioms (cultural language) should only be used if you understand them completely and if they fit the topic you are discussing.  **Some hedging language used to avoid overgeneralizing:**   1. **Modal verbs:** *may/might/can/could* 2. **Weal verbs:** *appear/seem/tend to* 3. **Frequency verbs:** *often/usually/sometimes* 4. **Probability adverbs:** *commonly/generally/possibly/probably* 5. **Expression:** *in some cases/ for some people/ for many people/ in many instances/ the majority of/ it can be argued that*   **PARTS OF SPEECH**  In English, there are many words that have the same root, but can be changed to be a verb, noun, adjective, or adverb by adding a suffix  For instance, the root beaut can be used to form a noun beauty, a verb beautify, an adjective beautiful, and an adverb beautifully.  To use a word correctly in a sentence, it is important to know two things: not only **which part of speech to choose** (e.g. noun or verb), but also **which suffix creates this part of speech** (e.g. -ness or -tion to form a specific noun). This two-stage process can be quite challenging  These are the common parts of speech where students are confused:   * **Nouns**: Names a person, place, or thing.   **Common Suffixes:**  **-tion**: education, information  **-ity**: community, activity  **-ty**: society, beauty  **-er**: teacher, reader  **-or**: behavior, professor  **-ar**: seminar, singular  **-r**: computer  **-ance**: importance  **-ness**: business  **-ism**: criticism  **-ment**: development, treatment  **-ent**: student, president  **-ant**: assistant  **-ship**: relationship  **-age**: percentage  **-ery**: discovery   * **Verbs:** Expresses an action, doing something   **Common Suffixes:**  **-ize**: realize, emphasize  **-en**: flatten, broaden  **-ate**: differentiate, initiate  **-fy**: satisfy, liquefy  **-ify**: exemplify, beautify   * **Adjective:** Describes or modifies a noun.   **Common Suffixes:**  **-al**: general, social  **-ent**: independent, confident  **-ant**: important, dominant  **-ive**: positive, active  **-ous**: courteous  **-ious**: various, obvious  **-ate**: accurate, private  **-ful**: useful, beautiful  **-less**: endless, helpless   * **Adverb:** Modifies a verb, adjective, or other adverb.   **Common Suffixes:**  **-ly** is the only common suffix for adverbs:  probably  certainly  exactly  importantly    Note:  Some adverbs do not end in **-ly** (e.g. *well, soon, always, here,*and*hard*), while some adjectives can have the ending **-ly** (*early, daily, oily, lonely,*and*friendly).* |
| **Grammatical Range and Accuracy**  *the examiner is looking for 2**things:*   * ***Accuracy of grammar*** *(how many sentences are error free, what kinds of mistakes were committed, accuracy of simple and complex grammar. Were the errors slips or did they create confusion on the intended meanings )* * ***Range of grammar*** *(uses more complex structures, sentences are clearly organized)* | **Assessment and Comments** |
| **Most sentences have clear meaning**  **With some errors in grammar noted** |
| **Suggestion** |
| **Subject-Verb agreement**  Subjects and verbs must AGREE with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. Sentence Fragments A sentence should have a subject, a verb and express a complete thought. If it fails to do so, then it is a sentence fragment.  Sentence fragments are bad grammar, and some examples of sentence fragments include the following:   * Because I ate dinner. This is a sentence fragment because it doesn't express a complete thought... what happened because you ate dinner? * Jumped high. This is a sentence fragment because the reader does not know who jumped high.    Verb Tense Errors Verb tense errors occur when you use the wrong verb tense and are a common grammar mistake. The verb tense tells the reader of your sentences when the action is taking place - in the past, the present or the future. You must be consistent on verb tense, unless there's some reason to make a switch to a different tense.  Some examples of verb tense errors include:   * I go to the store and I bought milk. Go is a present tense verb. Bought is a past tense verb. Bought should be buy milk since these two events both occur at the same time. * I will eat fish for dinner and drank milk with my dinner. Will eat is a future tense verb but drank is a past tense verb. Since the dinner is going to happen in the future, it is not possible that the milk was drunk already.   **Use Of Articles Before Noun Phrases**  You should include a/an before adjective singular noun combinations: *a massive improvement, a steady increase, an overall majority, a very small percentage, a really strong argument.*  Some exceptions include the word ‘of’ after the noun phrase: *a wide range of, an equal number of, a large/small number of, a small/large/equal proportion of.*  Exceptions: ***quite a****few people,****to****a certain extent/degree*  **–ing or to + infinitive**  We use **to + infinitive verb** after the following verbs: *learn how, would like, want, seem, refuse, promise, prepare, offer, learn, hope, help, deserve, decide, afford, and ask.*  Example:  It is important to **learn how to speak** English  Most people cannot **afford to go** on holiday every year.  I **would like to study** overseas.  Note: ‘like’ can be followed by –ing **or** to + infinitive.  We use **verb–ing** after the following verbs: *suggest, recommend, practice, mind, keep, involve, imagine, give up, finish, enjoy, deny, consider, carry on, and avoid.*  Example:  I would **recommend checking** your writing for mistakes.  You should **avoid drinking** coffee after 6 pm.  I’ve **finished writing** my essay.  **Sentence structures**  - more complex sentences should be used  - ‘Complex’ sentences are not actually very complex; they are just two or more simple sentences put together. Putting them together makes the essay more coherent and cohesive.  - METHODS: (read on the following as putting all here would make it very long)   * Relative Clauses (using which/that) * Subordinate Clauses * Conditional Clauses * Compound Sentences   **Articles**  Use *the* to indicate that you’re talking about something specific or familiar, or something that has been mentioned already. If you say “Can I borrow *the* pen?”, it means that you expect the other person to know which specific pen you mean.  Use *a* or *an* to indicate that you’re talking about something nonspecific. If you say “Can I borrow *a* pen?”, it means that you’re asking to borrow any pen and you don’t care which one it is  The articles *a* and *an* are used with singular nouns to indicate that you’re talking about any member of a particular category (e.g., *We saw a dog*). The article *the* can be used with singular or plural nouns to indicate that you’re talking about something specific. *We saw the dog* suggests that you’re talking about a specific, familiar dog.  An article (**a**, **an**, or **the**) is a type of determiner. Possessive adjectives (*my, his, our*), possessive nouns (*Joe’s, mother’s*), and quantifiers (*each, every*) are also determiners. Single countable nouns usually require a determiner.  **Singular noun after plural quantifier**  A quantifier is a word or phrase that tells us *how much* or *how many*. Various types of words and phrases can be quantifiers. This includes numbers (*two, 144*), adjectives (*all, several*), prepositions (*among, between*), pronouns (*these, those*), and other nouns with prepositional phrases (*plenty of, a lot of, one of*). When used with a countable noun, the noun form must match the plural quantifier.   |  |  | | --- | --- | | Incorrect | We adopted **both dog** so they could keep each other company. | | Correct | We adopted **both dogs** so they could keep each other company. | |

If you are greatly satisfied with my revision, I hope that you can give your honest review to inspire me and improve if necessary. 🙂